

## University of Groningen

### A training for Lesson Study facilitators

de Vries, Siebrich; Uffen, Iris; Haze, Zwaantje; Tuenter, Saskia

**IMPORTANT NOTE:** You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

#### *Document Version*

Publisher's PDF, also known as Version of record

#### *Publication date:*

2018

[Link to publication in University of Groningen/UMCG research database](#)

#### *Citation for published version (APA):*

de Vries, S., Uffen, I., Haze, Z., & Tuenter, S. (2018). *A training for Lesson Study facilitators: Enhancing collaboration and inquiry-oriented teaching by implementing Lesson Study as an organizational routine in Dutch schools*.

#### **Copyright**

Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

The publication may also be distributed here under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license. More information can be found on the University of Groningen website: <https://www.rug.nl/library/open-access/self-archiving-pure/taverne-amendment>.

#### **Take-down policy**

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

*Downloaded from the University of Groningen/UMCG research database (Pure): <http://www.rug.nl/research/portal>. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.*



# A Training for Lesson Study facilitators

*Enhancing collaboration and inquiry-oriented teaching by implementing Lesson Study as an organizational routine in Dutch schools*

Lesson  
Study

Siebrich de Vries

Tirza Bosman

Iris Uffen

Saskia Tuentler

Zwanie van Rij

## Background

High-quality implementation of Lesson Study in a non-Asian context proves difficult to organize. Teachers in western countries are mostly used to work individually in their classrooms and are very often not used to discuss their experiences nor to work collaboratively.

## Context

A real mindset change is needed for those teachers working collaboratively and inquiry-oriented following the stages of Lesson Study. Besides, facilitating the lesson Study process for teachers seems beneficial to maximize their learning. Therefore in the Netherlands, the consortium Lesson Study NL (<https://lessonstudynl.nl/>) choose to work with facilitators of Lesson Study-teams. Simultaneously we adopted a train-the-trainer model. External Lesson Study facilitators (from the university teacher training institutes) train internal Lesson Study facilitators in the schools.

## Aim

Setting up Lesson Study as an organizational routine in Dutch schools we work with.

Lesson Study NL obtained national funding to investigate the process and effects of facilitation of Lesson Study when implementing it in Dutch schools.

## Facilitators roles



**ensuring organization and communication**



**stimulating a trusting climate**



**ensuring LS procedures**



**stimulating a focus on teacher and student learning**



**stimulating topic exploration and deep conversation (including deepening of (pedagogical) content knowledge)**

Azjen (1999); Dudley (2013); Lewis (2016); Poekert (2011); Salas, Sims en Burke (2005); de Vries, Roorda, en van Veen (2017)

## Training

### Participants

Dutch teachers from different levels of education (primary, secondary, higher) who have been actively performing at least one Lesson Study cycle themselves under supervision of a Lesson study facilitator.

### Learning objectives

Mainly in the area of knowledge and understanding of the Lesson Study process and its backgrounds.

### Certificate

At the end of the training the participants receive a certificate with which they are accredited by Lesson Study NL. They can then start working at their own school, but also at other schools.

### Location

In the regions of Amsterdam (western part of the Netherlands) and of Groningen (northern part) and planning to expand to other regions of the Netherlands as well.

### Content of the training

The theory and practice of Lesson Study and all facets of the role of facilitator are highlighted (De Vries, Verhoef & Goei, 2016). Different assignments, video recordings and simulations are used to illustrate or underpin theory.

The set-up is a combination of interactive workshops and short (interactive) presentations about the theory. Practical exercises also provide insight into the participants' own knowledge and skills with which they can strengthen their own experience and development.

During the training days, regularly attention is paid to the learning objectives of the participants and step by step they work towards the assignment to prepare and to carry out the meetings for their own team.

It is an advantage if the participants can also supervise a Lesson Study team at the same time.

De Vries, S., Verhoef, N.C., & Goei, S.L. (2016). *Lesson Study: een praktische gids voor het onderwijs* [Lesson Study: a practical guide for education]. Apeldoorn/Antwerpen. Garant.



# A Training for Lesson Study Facilitators

*Stimulating collaborative and inquiry-oriented teacher learning by educating and deploying Lesson Study facilitators in Dutch schools*

Lesson  
Study

## Background

Teachers in western countries: 1) work mostly individually 2) are very often not used to discuss their experiences 3) are not used to work collaboratively and inquiry-oriented.

Starting Lesson Study demands a mindset change of the teachers involved.

Research indicates the added value of a facilitator who guides the teams through this process.

A demanding task: high-quality implementation of Lesson Study proofs to be difficult.

Dudley, P. (2015); Lewis, J.L. (2016); Nelson, T.H., Deuel, A., Slavit, D., & Kennedy, A. (2010)

Siebrich de Vries

Tirza Bosman

Iris Uffen

Saskia Tuentier

Zwanie van Rij

## Context

The Dutch consortium Lesson Study NL (<https://lessonstudynl.nl/>) developed:

A training for facilitators of Lesson Study teams. Simultaneously

A train-the-trainer model: external Lesson Study facilitators (from the university teacher training institutes) train internal Lesson Study facilitators in the schools.

## Aim

Educating qualified facilitators of Lesson Study to enhance effective pedagogical professionalization of teachers and sustainable educational innovation in Dutch schools

## Facilitators roles



ensuring organization  
and communication



stimulating a  
trusting climate



ensuring  
LS procedures



stimulating a focus  
on teacher and  
student learning



stimulating topic  
exploration and deep  
conversation  
(including deepening of  
(pedagogical) content  
knowledge)

De Vries, S., Verhoef, N.C., & Goei, S.L. (2016); Uffen, I., De Vries, S. & Van Harskamp, S. (2018)

## Training

### Participants

Dutch teachers (primary, secondary, higher) who have been actively performing in at least one Lesson Study cycle themselves under supervision of a Lesson Study facilitator.

### Learning objectives

- 1) gaining knowledge and understanding of the Lesson Study process and its backgrounds
- 2) strengthen their own experience and development.
- 3) developing team coaching skills

### Location

The Netherlands

### Content of the training

Theory and practice of Lesson Study and all facets of the role of the facilitator (De Vries, Verhoef & Goei, 2016) are highlighted using

- 1) interactive workshops
- 2) short (interactive) presentations about the theory
- 3) different assignments
- 4) video recordings
- 5) Simulations
- 6) practical exercises.

to provide insight into the participants' own knowledge and skills.

Regularly attention is paid to the learning objectives of the participants.

Gradually working towards the assignment to prepare and to carry out the meetings for their own team.

It is an advantage if the participants can simultaneously supervise a Lesson Study team.

De Vries, S., Verhoef, N.C., & Goei, S.L. (2016)

### Certificate

Participants receive a certificate with which they are accredited by Lesson Study NL.